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A REPORT ON PUBLIC SCHOOL BUILDINGS
BY THE SCHOOL PLANT ANALYSIS COMMITTEE
PLAINFIELD, N.J., APRIL 1951

The Plainfield School Plant Analysis Committee

acknowledges gratefully the assistance of:

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The Plainfield School Plant Analysis Committee

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and others

WHY?

The purpose of this report is to give you unbiased and factual information about Plainfield school buildings. The facts have not been sugar coated nor have they been unduly dramatized. Your personal observation of our school buildings will confirm this statement.

Many people have asked why examination of school buildings was chosen as a project rather than the equally important subjects of teacher capability or curriculum. The reason is that, first and foremost, pupils must have classroom space before they can be taught, and because a fine teacher cannot do his best teaching job without first-class tools. The teacher, the curriculum, and school building facilities are the tripod upon which an educational system is built. Any one of them is affected by deficiencies in the others.

WHO?

The School Plant Analysis Committee is composed of almost 100 Plainfield citizens. The Parent-Teacher Associations, the Plainfield College Club, and the League of Women Voters are participating organizations.

The majority of members are individuals: parents and non-parents, home owners and apartment dwellers, housewives and factory workers, professional and business men and women. Membership is restricted only by residence in Plainfield.

HOW?

During the summer a research group reviewed various inspection forms currently used in professional building surveys. A "Guide for Evaluating School Buildings," prepared by Ralph D. McLeary in 1949, and brought to our attention by the Metropolitan School Study Council, Teachers' College, Columbia University, was found to be most suited to our purpose.

School principals were interviewed in June 1950 regarding adequacy of classroom space and furnishings, lighting, heating and ventilating systems, and other aspects of the school plant. Principals' suggestions for repairs and improvements in the schools were fully confirmed by our examination. Indeed, they were found to be extremely conservative.

WHEN?

Visits to the elementary schools were made in October, 1950—to the high school in December. Observations which follow are based on conditions as of those dates. Every room in every school from basement to attic was examined and its major features and shortcomings were carefully recorded.

SO WHAT?

In making this survey, this committee is following a trend which is developing throughout this country. Some 1000 such citizen groups are now working for improvement of their schools. The Metropolitan School Study Council (an affiliate of Teachers' College, Columbia University) gives encouragement and information to such community groups. The National Citizens Commission for the Public Schools is a non-profit organization financed by the Carnegie Corporation and the Rockefeller Foundation, which has operated since 1949 for the specific purpose of encouraging and assisting lay committees on public education. The Plainfield committee is indebted to both these organizations for valuable information and inspiration.

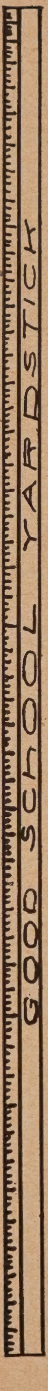
In June, 1950, the *New York Times* devoted some two pages to the results of its extensive survey of the activities of these community groups, of which the following is an excerpt:

"Partly because of enrollment pressure and partly because many school plants have been allowed to deteriorate as a result of the depression and the recent war, the average citizen has become aware of the school system in his community. In the sound democratic tradition, he is now saying: 'What can I do to get better schools?' instead of the often expressed: 'Let George do it.'

"The citizens' groups, for the most part, are supported by all segments of the community . . . In the truest sense, this is a grass-roots movement springing from an honest desire of the responsible members of the community to give their children a decent schooling.

"A definite pattern emerges. The public schools appear to be in better condition in those communities where the citizens are taking a constructive part. In some instances it was found that the schools were improved when the man on the street 'pitched in' and showed the school officials that the interest was genuine. Again, it was noted that some communities literally lifted themselves up by their bootstraps."

If, after your "visit" to our schools in the following pages, you believe that the Queen City's schools are less than they should be, you can do what others have done to improve them—"pitch in."



WHAT CONSTITUTES A GOOD SCHOOL BUILDING?

A Yardstick by Which to Measure Our Present School Buildings

Here, in capsule form, are listed those characteristics which are common to up-to-date school buildings, "places which provide a healthful environment that will be a positive influence toward the best possible physical, mental, and emotional development for living, growing children and youth."*

LOCATION

Good schools are located near the center of the school population to be served, in a situation as free as possible from excessive noise, obnoxious odors, traffic hazards to children on their way to and from schools and in pleasant surroundings.

SITE (See Chart "A" for additional data on sites.)

Recommended sites today are much larger than those considered adequate in the past:

(1) for elementary schools, 5 acres plus an additional acre for each 100 pupils of ultimate enrollment.

(2) for secondary schools, 10 acres plus an additional acre for each 100 pupils.

BUILDING

The good school is functional in design. In the past school buildings were often designed as civic monuments; today they are learning laboratories, specifically planned for the educational philosophy to be followed and the age group to be served.

The good school is not so large that efficient administration is difficult or that the identity of the individual child is lost in the crowd, nor so small that a varied program is impossible.

Because a one level building with outside entrances for each classroom affords economy of construction and maximum safety from fire and accidents, it is universally accepted as most desirable.

It is important that various units of the plant be planned and located to fulfil their specific functions most efficiently.

Basements or partially excavated areas are not put to pupil use.

A good school building is an adaptable building. It is planned for future expansion. Inclusion of all-purpose rooms, non-

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American School Buildings 1949, Amer. Assn. of School Administrators

bearing partitions, interchangeable storage units, — all make for flexibility and economy. It is designed for ease and economy of maintenance and upkeep.

Exterior. A good school building is constructed of fire-resistant materials which will not impose an excessive maintenance burden as time goes on. Proper waterproofing is important.

Interior. A good school building has walls that are easy to keep in good condition, attractively painted. Floors are made of materials that are light in color for good light reflection value and easily maintained. Ceilings have acoustical treatment. Windows and doors are planned for efficient operation. Window shades provide for regulation of light and elimination of glare.

SERVICE SYSTEMS

Heating and Ventilating. A good school building has a heating system with automatic, individual room controls that will maintain the desired temperature range under most severe conditions. It has a ventilating system that will adequately introduce fresh air and exhaust stale air from all rooms. There is integration between the heating and ventilating systems so they work together. Fuel storage is near the boiler and provision is made for efficient disposal of ashes when coal is used as fuel.

Artificial Lighting. Adequate artificial light is provided by a sufficient number of modern fixtures. In classrooms, light meter readings should approximate thirty foot candles. (See Chart "C").

Water Service. Drinking fountains are available in halls or classrooms, properly recessed, at the minimum rate of 1 to 75 pupils. They are of a type that will not permit the mouth to come in contact with the nozzle. Hot water is provided at all times in the toilet rooms.

Fire Protection. A good school building is adequately fire-resistant. Stairways are provided with efficiently operating smoke doors. There are a sufficient number of exits, properly located, and marked with exit lights and signs. Doors are provided with panic bars.

There is no storage of trash or other materials where they may constitute a hazard. Fire extinguishers are located within easy reach of all classrooms.

A fire alarm system, either electric or manual in operation and connected with the municipal fire department, has a sound-

ing alarm that is distinctive in tone and volume and is used for no other purpose.

Electrical System. The good school is equipped with wiring sufficiently heavy to accommodate all facilities without overloading. Panel boards and fuse boxes are located out of students' reach.

Clock and bell systems are modern and efficient in operation.

There is a sufficient number of telephones for efficient service. A pay station accessible to pupils may be desirable.

A public address system and an intercommunication system are desirable features.

TOILET ROOMS

Sanitary facilities in a good school are properly designed and conveniently located. Economy is secured by grouping fixtures wherever possible.

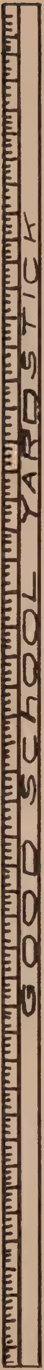
Toilet rooms for each sex are located on each floor with adequate provision for privacy and ease of supervision. They are provided with forced ventilation, are well lighted and finished in materials that are easily kept clean and sanitary.

Wash basins are provided in each toilet room, placed so that students will pass them on leaving the room. Both hot and cold water is provided through one spigot.

Separate sanitary facilities are provided adjacent to medical rooms, gymnasium showers, etc.; for children from five to seven years of age; for administrators, teachers and other school employees; and for the public.

CLASSROOMS

The most important room in any school is the classroom. The school program of thirty years ago required a child to sit at his desk all day long working out his textbook assignments in silence and immobility. Modern teaching methods make learning laboratories of classrooms and provide a variety of equipment for study and activities, such as maps, globes, radio, record player, library corner, bookcases, work bench, art easels, running water, storage for supplies, and movable desks and chairs for individual study. Furniture is light in finish for increased light reflection value. Plenty of tackboard space (12 to 16 ft.), non-excessive chalkboard areas (16 to 20 ft.) with a light reflection factor of 20 to 25%, adequate diffused natural and



artificial lighting, easily controlled, electric outlets for visual aids, thermostatically controlled heating and ventilating to insure healthful conditions, floors designed for safety and comfort, attractive light diffusing walls and acoustic ceilings, — all these add up to the bright, cheerful, healthful surroundings in which children can grow and learn best.

There is sufficient provision for storage of wraps either in cloakrooms or in lockers which may be located in corridors.

To provide all this, classrooms are larger than they were in the past. Rooms ranging between 23 x 40 ft. and 30 x 30 ft. have been found satisfactory.

The kindergarten is homelike and attractive with its own exit to separate, protected play space, and its own toilet facilities. It has a minimum of 1200 sq. ft. of floor area for 25 pupils and is equipped with tables, chairs, piano, record player, tackboard, facilities for active play and climbing, adequate storage space including a large accessible area for construction blocks and other pieces of bulky equipment.

Other Special Classrooms. The good school provides classrooms for music, art, science laboratories, shops, homemaking education and business education. Some of these are not needed for lower age groups but they are especially planned and equipped where they are needed.

SPECIAL ROOMS

The auditorium is located on the first floor with its own outside entrance to provide for safety and easy accessibility to the public. There is a large stage provided with adequate dressing rooms and storage space. Provision is made for good acoustical properties and proper lighting. In a large auditorium, the floor is sloped or stepped up to make for better visibility from all sections of the room. In the interests of economy, the heating and ventilating systems are zoned for independent heating when this room is put to evening or week-end use.

The gymnasium and auditorium should not be combined in one room. Like the auditorium and for the same reasons, the gymnasium is located on the first floor with outside entrances and is zoned for separate heating. Adequate locker, shower and toilet facilities are provided. The room is sufficiently large to afford room for athletic activities, games and spectator seating.

The good school has a large, attractive library or reading room furnished with tables and chairs of varying heights in the elementary school. Shelving of one linear foot for each child

enrolled in the school is built in along walls. There is especially careful attention to lighting and acoustical properties. A workroom equipped with running water and a sink is supplied.

Health and examining rooms with separate waiting rooms and toilet facilities are provided.

Cafeteria or lunch room and a kitchen for preparing lunches if children come from considerable distances and regularly stay for lunch at school are provided in a good school.

Administration facilities consist of a general office, offices for the principal and guidance directors, conference rooms, teachers' rooms that are cheerful and attractively furnished, custodians' service rooms including a small work shop and storeroom. There is adequate storage for all books, supplies and equipment, conveniently located.

The good school, in short, is designed to be of maximum service in implementing the philosophy of education and in carrying out the aims and objectives laid down, not by the professional staff alone, but established through a joint effort by parents and non-parents, teachers, principals, superintendent, pupils, civic and business groups. Then the school is really the people's.

Reference: *American School Buildings* 1949, Amer. Assn. of School Administrators. *N. J. Guide Schoolhouse Planning Construction*

Most parents wish to know:

First, whether our school buildings protect the health and insure the safety of their children.
Second, whether the buildings can accommodate a sound educational program.

Taxpayers are interested in:

First, getting full value for their tax dollars.
Second, safeguarding against deterioration their present investment in school properties. (Present replacement value is some 10 to 12 million dollars.)
Third, enhancement of their own property values through the city's reputation for maintaining a first class school system.

DEFICIENCIES IN PLAINFIELD SCHOOL BUILDINGS ARE DUE PRIMARILY TO THREE REASONS:

1. Age.
2. Deferred maintenance and delayed modernization during the depression and war years.
3. Rapidly increasing enrollments.

Plainfield is not unique in facing an educational crisis. Following the war, almost every community in the country faced the same problems. Some acted as early as 1946 to correct deficiencies in school buildings. Those communities which delayed, and Plainfield unfortunately is one of them, are now finding themselves in the position of "too little and too late." We shall pay for this delay in dollars because of increased labor and material costs. The more important but less tangible cost will be paid by our children. They are being cheated of the educational opportunities which, in this country, have been considered their birthright.

So our school building problems fall into three categories:

1. **Replacement of antiquated and dangerous buildings with new buildings.**
2. **Rehabilitation and modernization of middle-age buildings.**
3. **Providing additional space for additional pupils, either in the form of new buildings or additions to present buildings.**

These three categories will be discussed separately in the following pages.

REPLACEMENT OF ANTIQUATED AND DANGEROUS BUILDINGS WITH NEW BUILDINGS

To date, Plainfield's action in meeting its present school emergency has been confined to this category. The new Clinton school (replacing Irving) will be ready for occupancy in the spring. Demolition of the old Franklin and Stillman schools is in progress and the replacement school will probably be ready within two years.

School buildings which have been or should be abandoned are:

	Built	Age	
Stillman	1867	84	Demolished 1951
Franklin	1882	69	" "
Lincoln	1896	55	Not now in use
Bryant	1885	66	In use
Irving	1888	63	Will continue in use to meet overflow enrollments

The necessity for replacing the Stillman and Franklin schools is obvious. Spending money on remodeling of the Lincoln school would not be justified in view of its limited future life span.

The Irving and Bryant buildings must also be abandoned at the earliest possible moment. Spending tax dollars on these schools, beyond the absolute minimum to keep pupils as safe and comfortable as possible, would be a waste. A modern educational program can no more function in these post Civil War buildings than a horse and buggy can meet today's transportation needs. The possibility of tragedy by fire in these structures must not be minimized. It is a sword of Damocles hanging over this community's head.

Conditions at Bryant and Irving demonstrate that Plainfield does not offer equal educational opportunities to all its children, and such inequalities should be leveled at the earliest possible moment.

REHABILITATION AND MODERNIZATION OF MIDDLE-AGE BUILDINGS

Plainfield's action in this field has been so negligible in the past twenty years as to be practically non-existent. The occasional modernization which has been accomplished only serves to emphasize its lack in other areas.

This category is further divided into two distinct groups: those buildings erected prior to, and those erected after, 1920.

	Built	Age	Additions
Washington	1908	43	—
Jefferson	1910	41	1923
Evergreen	1915	36	1923
Emerson	1916	35	1924

These four are middle-age buildings suffering from typical middle-age ailments: their upkeep has been neglected and later designs have outdistanced them in educational efficiency. They are in need of a major operation. They reflect the period when school buildings were monuments to civic pride rather than structures designed to house children's educational activities.

These four buildings are sisters under the skin and contain all or some of the following undesirable features:

1. Inadequate protection against fire and other hazards because of stairway or corridor design or lack of exits at proper locations.
2. Undersized and obsolete classrooms with worn-out chalkboards and obsolete desks. Abundance of dark woodwork and dirty walls and ceilings.
3. Three or four levels, which are difficult to evacuate safely in emergencies.
4. Antiquated electrical wiring which is already overloaded in some cases, and is incapable of carrying necessary additional loads in others.
5. Location of auditoriums on second and third floor levels, with attendant inefficiency in use, increased operating expense, and difficulty of evacuation.
6. Hopelessly inadequate natural and artificial lighting.
7. Inefficient and inadequate heating and ventilating systems.
8. Insufficient, unsanitary, and poorly located toilet and washing facilities.
9. Glass areas in locations where they constitute a possible hazard to children.
10. Location of classrooms, lunch rooms, gymnasiums, and toilet rooms in basements.
11. Lack of or inadequate gymnasiums, libraries, health rooms, cafeterias, or lunch rooms.
12. Cramped and inadequately furnished staff offices and teachers' rooms.
13. Antiquated clock, bell, and inter-communication systems.
14. Insufficient storage space.
15. Inadequate or inefficient custodians' equipment, storage, and work rooms.
16. Infestation by termites.
17. Exterior walls which are not watertight. Windows which are neither water nor air tight.

These four buildings represent a large taxpayer investment which cannot be abandoned at this time. In justice to our children, they cannot continue to be used in their present condition. Granted the reprieve of rehabilitation and modernization, these buildings will continue to serve the city of Plainfield for many years to come.

Living conditions within these schools would not be tolerated in the homes of many of the pupils. Here again, the inequalities of our city-wide school system are demonstrated, and these schools must be brought up to the standards set by our newest schools unless they are to be considered the step-children of the city.

The second division of this category comprises:

	Built	Age
Maxson	1924	27
Hubbard	1927	24

Compared to the previous four, these two buildings reflect the advance of school building design during the third decade of this century, with Hubbard presenting the closest approximation of an up-to-date building of all schools so far discussed. Both are multiple story buildings, but all pupil activities except the gymnasium at Maxson are above ground. Hubbard's gymnasium and auditorium are well located on ground level, with separate entrances and outside exits for safety. Sanitary facilities in both schools are adequate, well located, constructed of appropriate materials, and sanitary.

A certain amount of modernization is necessary in these two schools, particularly in the areas of lighting and heating. Large expenditures to correct structural defects at both schools will be necessary. A major portion of the schools' deficiencies, however, can be corrected by rehabilitation.

Inadequacies or undesirable features in these two schools include:

1. Three levels.
2. Inefficient and inadequate heating and ventilating systems.
3. Hopelessly inadequate natural and artificial lighting.
4. Glass areas in locations where they constitute a possible hazard to children.
5. Lack of or inadequate libraries, health rooms, cafeterias, or lunch rooms.
6. Insufficient storage space.
7. Inadequate or inefficient custodians' equipment, storage or work rooms.
8. Need for extensive structural repairs: a dry-rotted floor beam at Maxson, leaking roof and exterior walls at Hubbard.
9. Splintered or uneven floors.
10. Undersized and obsolete classrooms with worn-out chalkboards and desks in many cases. Abundance of dark woodwork and some dirty walls and ceilings, particularly at Hubbard.
11. Termite infestation at Hubbard.
12. Location of gymnasium in basement and auditorium on second floor at Maxson.
13. Dead-end corridors and open three-level stairwell at Maxson.

	Built	Age
Barlow	1940	11
Cook	1940	11

These buildings are the youngsters of our city school system, and they further reflect desirable advances in school building design: Cook more so than Barlow. Their classrooms are considerably more attractive and modern than others in the city. Both ventilating and heating systems are adequate and efficient, except for lack of automatic controls. Toilet rooms are attractive, adequate and sanitary. Cook is the only school with all classrooms on one level. With the exception of the basement play area at Barlow, these schools are free of the potential fire and other hazards existing at other schools.

The chief deficiency of the Barlow school is its lack of any general assembly space — either auditorium or gymnasium — with consequent use of a basement play area from which there is no direct exit. The chief structural deficiency of the Cook school is poor acoustics. Both schools share with all others the crying need for modernized lighting. Otherwise, some minor repairs are necessary, but nothing of major importance except redecoration. The chief need of both these schools falls within the #3 category, which follows.

PROVIDING ADDITIONAL SPACE FOR ADDITIONAL PUPILS, EITHER IN THE FORM OF NEW BUILDINGS OR ADDITIONS TO PRESENT BUILDINGS

To date, housing of the increasing number of children entering schools has been accomplished by such makeshift methods as overcrowding classrooms (1 class of 40 at Cook this year; classes of 40 at Emerson, Evergreen, and Jefferson last year); combining two grades in one classroom; converting undesirable basement and other areas to classroom use; using special purpose classrooms for regular classrooms; and combining special purpose classrooms, thereby limiting the efficiency and use of both. *Every available classroom in every school building is being used at the present time*, and many of them are not desirable for classrooms or student occupation.

It therefore follows that any additional children will need to be housed in additional classrooms, and these classrooms must be in the form of new schools or additions to present schools.

We can estimate the number of children who will be in our elementary schools during the next fourteen years based on the following factors:

1. Present enrollments
2. New home and apartment construction
3. Resident birth rates

1. Present enrollments:

40% of total elementary pupils are in grades kindergarten through 2.
34% of total elementary pupils are in grades 3 through 5.
26% of total elementary pupils are in grades 6 through 8.

It will be seen that our primary and intermediate pupils occupy 74% of present classroom space. As these pupils advance during the next three years, only 26% of classroom space will be available for incoming enrollments. (The new Clinton and Franklin schools will alleviate this pressure only slightly.)

2. New home and apartment construction poses a problem in the Barlow and Cook school districts particularly. Annual reports of the City Engineer indicate that 1526 new family units were constructed in Plainfield during the years 1946 through 1950.

3. Resident birth rates have been increasing. The following figures represent babies born to Plainfield residents during the past fourteen years.

Of School Age Now

Year Born	No.
1937	503
1938	527
1939	553
1940	611
1941	701
1942	903
1943	760
1944	729
1945	666
	5953

Of School Age Within Five Years

Year Born	No.
1946	852
1947	1007
1948	927
1949	928
1950	933
	4647

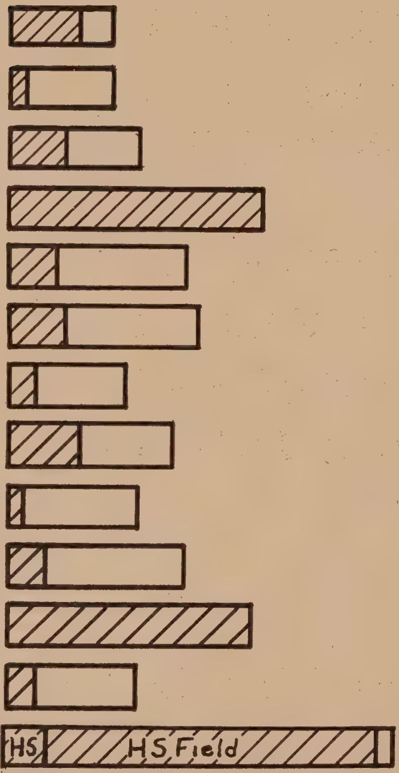
What proportion of children born to Plainfield residents attend Plainfield public schools? With rare exceptions, enrollments in first grade during each of the years 1920 to 1944 exceeded substantially the resident births six years earlier (1914 to 1938). Enrollments in first grade during each of the years 1945 to 1950 were less than the resident births six years earlier (1939 to 1944). The first is a trend established over a 25 year period; the latter cannot yet be recognized as a trend because of its short duration and because of unsettled housing conditions during the war period. Today's enrollments in elementary school (4389) equal 74% of the resident births (5953) for the years in which those children were born.

It is therefore evident that, even if Plainfield is willing to continue to house its children in dangerous buildings and unsuitable classrooms, additional space will be needed in elementary schools for at least the next fourteen years.

New schools do not spring up overnight like mushrooms. They must be planned well in advance of the day the children walk in the front door. Drawing of preliminary plans, submission to the State Department of Education for approval, drawing of final plans, approval and issuance of bonds, letting of contracts, and finally the actual construction, — all takes time, generally a period of two years. Since the greatest wave of children will enter our schools in 1952-53 (birth year 1947) or a year and a half from now, the proof of "too little and too late" is strikingly clear.

SIZE OF SCHOOL SITES

compared with minimum sizes recommended by
NEW JERSEY SCHOOL BUILDING CODE and
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
(Based on Plainfield school enrollments in 1950)



	Acres	
	Present Site	Recommended Minimum
*BARLOW	4.2	7
BRYANT	0.9	7
*CLINTON	3.3	8
COOK	16.	8
EMERSON	2.9	11
EVERGREEN	3.27	11.5
*FRANKLIN	1.6	7.5
HUBBARD	4.3	10
IRVING	0.8	8
JEFFERSON	1.9	11
MAXSON	14.	10
WASHINGTON	1.4	8
(HIGH SCHOOL	3.	25
(H. S. FIELD	21.	

▨ What we have at present

☐ Additional land which would be necessary to meet recommended minimums.

*It is understood that these sites are not contemplated for permanent K-6 use, and that they will ultimately become primary units.

Note: Cook property includes pond and marshy areas.
Jefferson property adjoins county park which is used for athletics.

WHY ARE SUCH LARGE BUILDING SITES RECOMMENDED AND OF WHAT USE ARE THEY?

This committee does not recommend that every school site immediately be brought up to recommended minimums. In Plainfield, this would not be practical because of adjacent improved properties. However, as a matter of information, the following reasons for such recommendations are passed along to you.

1. To provide sufficient space for present and future building needs.
2. To provide sufficient space for the safest type of elementary school building: a one-story building.
3. To provide off-street parking for staff and visitors. This is recommended primarily as a safety measure in eliminating traffic hazards to pupils.
4. To provide proper orientation of building on site so that all classrooms receive adequate amounts of sunlight. (This also affects seeing conditions within the classroom and uniform heating of the building, with consequent health and dollar savings.)
5. To provide separate play areas for different age groups: kindergarten, primary and upper elementary grades, so that younger children will not be exposed to dangers of baseball games, etc.
6. To provide separate play areas for boys and girls in upper elementary grades because of their different play habits.
7. To provide sufficient space for organized, supervised games by upper elementary grades as after-school recreation. (A concurrent advantage of such a plan is decreased juvenile delinquency and the character building of team play.)
8. To provide service drives for delivery trucks, located to insure pupil safety.
9. To provide rotation of play areas in order to give turf time to recover from the wear and tear of play. The only alternative to this is to provide either paved, cinder or muddy playgrounds.
10. To provide outdoor space for classroom work in appropriate weather.
11. To provide school areas large enough for joint year round use by the school and the community.

When space for organized, supervised games is lacking, the playground areas are a loss except for recess play, because they are unused most of the day. Larger school playgrounds, put to maximum use, would result in integration of community recreational activities with consequent overall savings.

PLAINFIELD ELEMENTARY SCHOOL BUILDINGS
CHART "B"

LOCATION OF CLASSROOMS AND SPECIAL ROOMS

1950-51	Basement	1st Floor	2nd Floor	3rd Floor
BARLOW Grades K-4 235 enrolled	Play area	3 Classrooms Kindergarten	4 Classrooms	
COOK Grades K-5 283 enrolled	Play area Visual Aid	8 Classrooms Kindergarten Auditorium Health Room		
BRYANT Grades K-6 212 enrolled	Play area	5 Classrooms Kindergarten	4 Classrooms Auditorium	
EMERSON Grades K-8 592 enrolled	4 Classrooms Kindergarten 2 Shops Cooking-sewing Library Play area Gymnasium Auditorium	9 Classrooms Kindergarten Science Aud. balcony	13 Classrooms Cooking-sewing Dental clinic	
EVERGREEN Grades K-8 644 enrolled	Kindergarten Shop Cooking Sewing Art Band Play area Gymnasium	10 Classrooms Kindergarten Library	10 Classrooms Auditorium	Aud. balcony
HUBBARD Grades K-8 462 enrolled		Kindergarten Shop Cooking Sewing-Art Gymnasium Auditorium	8 Classrooms Gym balcony Aud. balcony Health room	8 Classrooms
IRVING Grades K-5 273 enrolled	Play area Library	4 Classrooms Kindergarten	4 Classrooms	Not in use
JEFFERSON Grades K-8 592 enrolled	Kindergarten Shop Cooking Sewing Lunch room Library Gymnasium	10 Classrooms Auditorium	10 Classrooms Aud. balcony	
MAXSON Grades K-8 454 enrolled	Gymnasium	1 Classroom Kindergarten Shop Cooking-Sewing Health Room	8 Classrooms Auditorium	9 Classrooms Visual Aid
WASHINGTON Grades K-8 308 enrolled	Shop Cooking Sewing Play area	5 Classrooms Kindergarten Auditorium	7 Classrooms Aud. balcony	

Above enrollment figures do not include:		
	Franklin	258
	Stillman	76

ADEQUACY OF SCHOOL LIGHTING

(See following supplement for what constitutes good school lighting)

With the exception of a very few classrooms in which lighting has been recently modernized, seeing conditions in Plainfield elementary school classrooms are dangerously poor, both from the standpoint of quality and intensity of light.

In all except our antiquated buildings, windows are installed along one wall only and natural light entering classrooms is inadequate except for areas close to windows. Footcandle measurements of light were recorded in most school buildings. Readings were taken on pupils' desks in the brightest, middle, and darkest areas of classrooms. Footcandle measurements in darkest areas of rooms ranged from 0 to 15, the majority being around 5 footcandles. (Recommended intensity for classroom work is 30 footcandles.)

Dark woodwork, black chalkboards, dark desk and tackboard finishes, dirty walls and ceilings in many rooms create high brightness-differences and consequent eye strain. Many window shades are dark in color and dirty, further decreasing available daylight when they are drawn to eliminate sun glare.

Artificial lighting fixtures in most classrooms create only spot glare over small areas; light is not diffused. On the whole, footcandle measurements of natural light were not appreciably increased by the addition of artificial light.

Artificial light provided in classrooms of the various schools is as follows:

	Watts per Classroom	No. of Fixtures	Placement
Barlow	1800	6	2 rows
Bryant	600	3	1 "
Cook	1800	6	2 "
Emerson	800	4	2 "
Evergreen	400	4	2 "
Hubbard	800	4	2 "
Irving	400	2	1 "
Jefferson	400	4	2 "
Maxson	800	4	2 "
Washington	450	3	1 "

A sample of footcandle readings in one school which had both obsolete and modern light is interesting:

	Brightest Area	Middle Area	Darkest Area
Obsolete fixtures (Using both natural and artificial light)	70	18	7
Modern Fixtures (Shades drawn to exclude natural light)	55	55	45

WHAT CONSTITUTES GOOD SCHOOL LIGHTING?*

The whole body — nerves, muscles, circulation — are brought into play in seeing. If seeing is done with ease and comfort, a minimum of energy is used and less fatigue results. If there are handicaps to good seeing, such as glare, dim light, etc., the job of seeing leads to muscular and nervous tensions and an added burden of fatigue. It is generally agreed that good lighting aids educational progress, as well as actually improving physical health.

It cannot be overemphasized that "improving lighting" does not consist merely of stepping up the intensity of light. No less essential are the elimination of glare, the lightening of dark surfaces, and other essential adjustments. Merely to add more light without taking these other steps may actually bring *more* discomfort rather than greater comfort to the pupils all-day job of seeing.

Quality of light depends on (a) the location of the light source and its intensity, and (b) the environment or surroundings including color, brightness, and reflection factors of ceiling, walls, floor, and furniture. Good quality of light cannot be obtained where extreme brightness-differences exist. High brightness-differences are needed only for the actual desk-task. (It is easier to read black print on white paper than black print on gray paper.) Surroundings should have low brightness-contrasts. (Thus dark woodwork around a window enclosing a patch of sunny sky creates high brightness-contrast.)

Intensity of light. No matter how perfect the brightness-balance, seeing conditions will be bad if the light is too dim for effective seeing. The following lighting levels are recommended by the Illuminating Engineering Society, assuming that the surroundings have the proper brightness balance:

Classrooms, including libraries, shops, etc.	30	footcandles
Sightsaving classrooms, drafting rooms, sewing rooms	50	”
Gymnasiums and swimming pools	20	”
Auditoriums, cafeterias, and rooms not used for study	10	”
Reception rooms, washrooms, stairways, etc.	10	”
Corridors (when not used for lockers)	5	”

The typical plan for classroom fenestration in the past has been a bank of windows on one side wall of the classroom. Only a small percent of the light entering the windows ever reaches the inner side of the room. New kinds of window lighting are being developed. Bilateral and multilateral lighting tends to distribute more evenly the natural light coming into a room. Clerestory light above dropped corridor roofs; high window sash opening on lighted or open corridors; windows on two or three sides of classrooms when standing free of corridors; stepped-up ceilings that provide a monitor light; and skylights over classrooms or corridors are among the devices for producing bilateral or multilateral lighting. These arrangements are usually found in one-story buildings.

Light controls. The following exterior or interior devices may be used for excluding direct sunlight and strong sky glare, while admitting as much diffused daylight as possible: roof projections, overhangs, movable baffles, venetian awnings or venetian type screens on the outside, or translucent shades, venetian blinds, diffusers, or louvers on the inside. The teacher is a key person in all plans of school lighting. Misuse of equipment and bad seating arrangements can defeat the purpose of the most modern installations for visual comfort and efficiency. No part of the lighting installation is more important than setting up a plan for continuous counselling with teachers to make sure that they understand and use the equipment properly.

Color renders important services in improving the quality of light. Non-glossy finishes should be used on all surfaces to eliminate glare and reflections. Ceilings should be white or near white and must be kept clean. Side walls should be light in color (pastels) to provide adequate light reflection. Wainscot, trim, and baseboard may be painted in light contrasting colors, or darker shades of wall colors. The old fashioned dark wood trim against white or ivory walls was a constant annoyance to the eyes at work and should be avoided in future painting. Floors and desks should be light in color. The use of dirt-colored paint for any school room in order to disguise the presence of dirt cannot be condoned at all.

CHART "D"

ADEQUACY OF SANITARY FACILITIES

Toilet facilities range from excellent at Barlow, Cook, Hubbard and Maxson to obsolete at Bryant, Evergreen, Irving and Washington.

Construction materials at Barlow, Cook, Maxson and Hubbard are plaster walls with tile or marble wainscots, tile or terrazzo floors, and marble or metal partitions, — all appropriate.

Construction materials at Bryant, Evergreen, Irving and Washington are concrete block or plaster walls, cement floors, and wood partitions, — all unsuitable and impossible to keep sanitary.

Construction materials at Emerson and Jefferson are mixed. Majority at Emerson are of unsuitable construction; majority at Jefferson are suitable.

Boys' water closets have no doors. At Bryant and Washington, some boys' water closets lack partitions to give semi-privacy.

Hot or intermittent warm water is provided for washing in all pupil toilet rooms except those at Evergreen, Irving, and Washington.

**American School Buildings 1949—Amer. Assn. of School Administrators*

CHART "D"

ADEQUACY OF SANITARY FACILITIES

(Based on present enrollments)

Separate toilet facilities are provided for:

Kindergarten	at all schools, except for basement kindergartens at Evergreen and Emerson.
Principal	at all schools, except for Bryant, Irving, and Washington.
Teachers	at all schools. Appear to be inadequate at Bryant, Emerson, Evergreen, Irving, Jefferson, Maxson, and Washington.
Custodian	at Irving only where custodian and public share unsuitable facilities. Custodians at other schools share pupils' rooms.
Public	at Cook, Hubbard and Irving. (Latter unsuitable).
Gymnasium	at Cook, Hubbard and Maxson.
Health Room	at Cook and Maxson.
Phys.Ed.Director	at Cook.

Pupils	Location (Floor)	No. of Pupils per Wash Basin	No. of Girls per W.C.	No. of Boys per W.C.	No. of Boys per Urinal
Barlow	1, 2	15	10	13	15
Bryant	B†	41	16	21	14
Cook	1	39	15	29	23
‡Emerson	B†, 1, 2	67	18	30	18
Evergreen	B†, 2†	101	34	50	43
Hubbard	1, 2, 3	41	16	26	16
Irving	B†, Stair-landings†	57	12	19	19
Jefferson	B†, 2	137	23	45	39
Maxson	1, 2, 3	70 (boys) 35 (girls)	14	23	14
Washington	B†, 2†	72	14	29	24
Recommended Minimums[1]	Each Floor	50	30	45	30

[1] N. J. Guide Schoolhouse Planning Construction

†Inadequate because of construction and/or location.

‡Figures do not include temporarily housed Franklin and Stillman pupils.

Our high school is a major part of Plainfield's educational system and was included in the general survey of public school buildings. It is a four year high school.

Basically, Plainfield High School is an old building, in poor condition.

At the present time, enrollment is at a reasonably low point but, as the students in the now overcrowded elementary schools progress, we shall find the high school enrollment once more increasing. Removal of the ninth grade to other quarters may be the solution to the resulting overcrowded condition.

Gone are the days when only the academically minded parent sent his child to high school. Now, the child who does not obtain a high school education is the rare exception, and most boys and girls attend public high school.

For the eleven year period beginning with the class entering in 1936, it was found that 66.5% of high school entrants graduate. Of these graduates, 37% go on to college or some other form of higher education. Current enrollment is slightly over 1400.

To replace our present high school facilities would, at today's prices, cost in the neighborhood of $3,000,000. In view of the lack of so large a sum, the only sensible alternative is to take steps to protect the already sizeable investment in the existing plant by putting into effect a prompt program of rehabilitation and a perpetual system of maintenance.

The following report contains what appear to be the most important observations of the survey. In assembling the material, the age of the major part of this plant has been kept in mind and used as a basis for comment, rather than what might be expected in a more modern structure.

LOCATION

Located at a central point in the city on W. 9th St. between Park and Arlington Aves. The building faces Library Park, providing a pleasant outlook.

Both Arlington and Park Avenues are busy thoroughfares with bus lines and fast moving, heavy traffic.

SITE

The site is approximately three acres.

Lawns and shrubbery at front and on the Arlington Ave. side give an attractive appearance.

A cement yard between the main building and the shop building serves as the only parking space for cars. The bicycle racks are also located there. A driveway at the rear of the building offers the only space between the school and adjoining property.

The athletic field is one mile from the school, located on Randolph Rd. about three blocks east of Park Ave. The field covers twenty-one acres.

BUILDING

Original building was constructed in 1904, with additions in 1913 and 1929. The band and shop building bears the date 1937.

Essentially rectangular in shape, most of the structure is three stories high, plus basement. A number of classrooms are in the basement, as well as service facilities, swimming pool, and two gymnasiums.

There is no indoor passage from main building to shop building.

Exterior. The two buildings are of brick and appear to have been well maintained. There are three entrances on each side of the building and a front entrance.

Interior. Walls are painted plaster and have wood trim. Some parts of the building are in very bad repair. Most floors are of wood and show need of attention. Linoleum in some corridors has been well cared for, but because of age will need replacement before long.

Already narrow and dark corridors contain lockers The corridor at stairway #6 has an angle. Merging traffic is heavy and accidents have occurred here. There are uncapped gas jets at various points on stairways and in corridors. A narrow sloping ramp leading to the students' cafeteria has protruding radiator hung from side wall. Stairs in old section of the building are worn at any points. Stairways in newer section are narrow and dark.

SERVICE SYSTEMS

Heating and Ventilating. The school is steam heated by means of oil-fired boilers. Storage tanks are outside. These boilers were converted from high to low pressure and cannot be operated at low pressure capacity because of danger of overloading.

Ventilation is poor in girls' annex gymnasium, boys' gymnasium, custodians' room and auditorium.

The band and shop building, as well as new and old sections of the main building, are zoned for separate heating. However, there is no separate zoning of heat for the auditorium, gymnasiums, or swimming pool.

There is some thermostatic control of heat, which is operated by the engineer. In spite of such heating controls, some rooms are extremely cold in severe weather while others are uncomfortably warm.

Lighting. Before this survey was made, it was ascertained that a professional survey of lighting had already been made in the high school. Adequate wiring has been installed and many of the rooms have been equipped with modern lighting. Therefore, no attempt will be made in this report to discuss artificial light. It was noted that modernized lighting showed its advantage and the completion of this project in the near future is anticipated.

Water Service. Drinking fountains are in hallways, cafeteria and other appropriate places. All seem to be satisfactorily cared for. Some wash room facilities are without hot water. Hot water supply equipment is inadequate. Automatic control is reported to be out of adjustment.

Fire Protection. There is no exit light at stairway #4 on first or second floors.

All outside exits are provided with panic bars on doors. Panic bar is out of order at #5 exit.

Smoke doors on stairways #3 and #4 were found to be out of order. They will not close and sections of these doors are missing. In case of fire, they would completely fail to serve their purpose.

Smoke doors on stairways #5 and #6 are type which would not close firmly in case of fire. They have no panic bars.

Stairways #1 and #2 are equipped with sliding type of smoke door which is dependent upon heat of fire to melt chain link, thus releasing weight and allowing door to close. Manual removal of weight would permit closing of these doors but is a rather slow method.

Projection booth in auditorium is not fire resistant.

There is no sprinkler system. Stairways and corridors have soda acid type fire extinguishers or fire hose at each doorway. Extinguishers are marked checked 7/5/50. No record of hoses having been checked.

Twenty-three manual fire alarm boxes are in the building and two are nearby outside. Boxes are connected with municipal firehouse.

Girls' annex gymnasium has only one exit, which is through passageway with lockers.

Two classroom doors open inward and another classroom door interferes with closing of smoke door.

Under fire drill conditions, the building can be emptied in less than three minutes. Since smoke doors, in their present condition, would not protect all stairways, actual fire conditions might produce different results.

All lights are on main circuit. An auxiliary system for exit lights and auditorium lights would alleviate danger of panic in an emergency, especially when building is open to public at night.

Some storage rooms are cluttered and storage in attic space is considered highly undesirable.

There are wood doors between kitchen and serving section in students' cafeteria. Wood doors also separate the serving and seating space. Boiler room door is wood.

Electrical System. An intricate system of telephones, bells, and clocks is not in good repair. There is no public address system, except in auditorium.

Rear of power panel back of stage is unlocked. Cage is used for storage. Power board in basement, NW end of corridor, is enclosed in wood box. There are unlocked switch boxes at various points, and an obsolete switch box is in use in machine shop.

TOILET ROOMS

Most were found to be clean and odorless but in need of paint and repairs. There is no soap in wash rooms or showers. Poorly placed lights and inadequate natural light give dismal atmosphere to some of the toilet rooms.

Semi-porous floors in older section of building are undesirable and difficult to maintain.

There are no toilet facilities for girls in the band and shop building. Teachers' toilet facilities are mainly in need of paint but some repairs and replacements are desirable. There are no separate toilet facilities for the public in the high school building.

Public toilet facilities for both men and women at the high school field house are inadequate and in a deplorable condition. Ventilation is poor. Separate toilet and shower facilities for players at both field houses are inadequate and poorly ventilated. Soap is seldom provided for showers. Water supply is so limited that if showers are running, there is little if any water for other use. Hot water supply is inadequate. Type of construction and old fixtures make for unsanitary conditions in these buildings.

CLASSROOMS

Classrooms are generally in fair condition. Many have been repainted. Most windows need paint and putty. Approximately 50% of chalkboards need to be replaced. At least 15% to 20% of desks need refinishing or replacing. Many are of old stationery type.

Special Classrooms. Lack of guards on some machinery and questionable extension cords were noted in some special classrooms. All have sinks or basins. Equipment for special classes is generally adequate and in good condition.

Boys' Health Room. This must be reached either through boys' gymnasium or from outdoors. Conditions in this room are unbelievable except through observation. It is crowded, dark, and dingy, presenting an atmosphere completely contrary to the subject taught.

SPECIAL ROOMS

Swimming Pool and Gymnasiums. Swimming pool is in poor location with respect to accessibility for general public and cannot be shut off from rest of building. Seats for spectators are inadequate but so is space.

Dressing and locker facilities, as well as toilet facilities, range from poor to fair.

Girls' annex gymnasium has no showers or wash basins. Boys' wrestling team uses girls' annex gym after school, including dressing room and lockers. Embarrassment sometimes results. Boys using pool pass through corridors and stairs in scanty attire because there are no boys' lockers for the pool area.

Auditorium. There are 1082 seats, making two assembly periods necessary with enrollment of over 1400. The location of some of the balcony seats is poor for visual or auditory programs. Balcony rail appears to be rather low. Main floor is level, offering poor view to some spectators.

Some study classes are held in the auditorium and poor artificial light is insufficient for such purpose. There is no natural light.

Seats are in poor condition. Acoustics are poor. All exits lead to corridors.

There are no dressing rooms for stage except classrooms across corridors. Storage for stage props is poor.

There is an amplifying system in the auditorium.

Library. Located on the second floor at the front of the building, this is an attractive, restful spot. Lack of space in the high school has made it necessary to omit exhibit and conference rooms. Additional lighting would be desirable at some points in this suite.

Visual aid room is little more than a closet.

Teachers' lounges are unattractive.

Teachers' Cafeteria. This is a newly equipped room and is very attractive. Service is by dumb-waiter from student cafeteria. Acoustical ceiling would reduce noise, making the room more restful.

Students' Cafeteria. Condition is fair but serving and kitchen facilities are very crowded. This room is also used for study classes and when boys' gymnasium overhead is in use, it is very noisy.

Principal's Office. No toilet facilities or conference room. Condition fair to good. Ventilation poor.

Guidance and other general offices. These quarters are crowded, but function well because of efficient personnel.

Nurse's Suite. Redecorating and rearrangement would improve this rather small area. Only one couch is provided. Both boys and girls come to this room for emergency treatment. There is no heat in adjoining toilet room.

Custodians' Room. There are no toilet facilities. Equipment is stored in school supply room. No vacuum cleaner system is in use. Removal of ashes for hot water supply boiler is difficult.

General storage rooms and classroom storage spaces are scanty.

Every available bit of space throughout the plant has, unquestionably, been used to the best advantage. Further expansion of the premises appears to be impossible.

Housekeeping is excellent and it is evident that the custodians take great pride and spare no effort in keeping the high school clean.

A DETAILED REPORT OF BARLOW SCHOOL

LOCATION

Farragut Road just north of E. Front St. Pupil crossings of E. Front St. are hazardous. As a safety measure, children are instructed to cross at patrolled intersection of Farragut Rd. and E. Front St.

SITE (See Chart "A")

Grounds are attractively landscaped and well maintained. Only a small paved area in the rear is used for play. There is no playground equipment and no parking area.

BUILDING (See Chart "B")

Consists of basement and two levels. There are no special classrooms, except kindergarten, and no auditorium or gymnasium. A corner of the teachers' room is used as a library. There is a health room but no cafeteria.

Exterior. Construction is red brick with white wood trim (painted 1940) and slate roof, all in good condition except for staining from one gutter stoppage.

Interior. Construction is fire-resistant. Only doors and windows are wood. Trim is metal and corridor floors are terrazzo. Classroom floors are light-colored linoleum over cement. Walls and ceilings are plaster. Corridors are wide and well lighted, with tile on lower half of walls. Floors are in good condition, clean, and easily maintained. Stairways are enclosed, fire-resistant, in good condition, sufficiently lighted, and have protective smoke doors. The smoke doors, however, are wood instead of metal. Ceilings are not of acoustical design, but porous plaster plus ceiling insulating material lends some acoustical controls. Except for basement play area, there are sufficient exit doors in good condition.

SERVICE SYSTEMS

Heating and Ventilating. Boiler is oil-fired and heating system is satisfactory. It would probably be adequate for some building expansion, and there is sufficient space in boiler room for an additional boiler. Heating system has no thermostatically controlled dampers to insure individual room control. Each classroom has a ventilating unit for forced circulation of fresh air, and these units are integrated with heating system. Controls, however, are manual.

Artificial Lighting. Adequate except for classrooms and offices. Indirect lighting fixtures are used. Dirty ceilings interfere with light reflection. Recent painting of one classroom ceiling to improve lighting resulted in destroying former acoustical properties of ceiling. Light measurements showed pupils were receiving only about ½ the light considered necessary for classroom work. (See Chart "C")

Water Service. Two sanitary water fountains per floor. (1 per 60 pupils.) Hot water for washing provided in each toilet room.

Fire Protection. Fire alarm system is adequate. Alarm is connected to municipal firehouse. There are two fire extinguishers per floor, but none in the basement. One room is 70 feet away from nearest extinguisher.

Fire hazards at Barlow are the basement play area with only exit past the boiler room, and the wood smoke doors protecting stairwells.

Electrical System. Clock and bell systems are automatic and in good condition. Audio-visual equipment appeared to be adequate for enrollment.

TOILET ROOMS (See Chart "D")

Pupil toilet facilities are located on each floor, are spacious, and have modern fixtures. Floors are terrazzo and lower half of walls are tile. Rooms are light, cheerful, clean, and easily maintained.

Separate well-located and adequate sanitary facilities are provided for teachers and principal, as well as kindergarten, but no separate facilities are available to custodian.

CLASSROOMS

Average size is 23 x 34. Classrooms are attractive and cheerful. Walls and ceilings need redecorating (painted in 1940). Slate chalkboards in some rooms have been painted green to increase light reflection values, and all are in good condition. Tackboards cover series of flush doors on coat storage closets along one wall. Teaching aids appeared to be generous, but storage space inadequate. Windows are placed along one side of room only, and far side of rooms receive only about one-half the light considered necessary for classroom work.

Kindergarten. Located on first floor, it is very attractive and large. There are two outside exits to a separate play area. Some plaster repairs are necessary and the room needs painting. There is a fireplace and an abundance of equipment in excellent condition.

Other special classrooms. None.

SPECIAL ROOMS

Auditorium or gymnasium. None.

Library. None, except a corner of teachers' room.

Custodian's work space seems to be adequate, but storage space is not.

Storage space for school supplies appeared to be inadequate.

Teachers' room is small, but pleasant, attractively furnished, well lighted, and comfortable. Adjacent small kitchen-dinette is furnished with sink, stove, icebox, and cupboard space.

Administration office consists of principal's and secretary's offices, and waiting room. They are attractive but the lighting is poor.

Lunch room or cafeteria. None.

Care of the building by the custodian was excellent.

A DETAILED REPORT OF BRYANT SCHOOL

LOCATION

East Sixth St., near Richmond on the edge of an industrial area. Railroad is within one block of school, with attendant noise, smoke and dirt. Heavy traffic streets involving pupil crossings are: East 5th St. (Highway 28), E. 2nd St., Richmond St., and E. 7th St.

SITE (See Chart "A")

Landscaping is practically non-existent. Playground is completely inadequate in size and equipment and is cinder-surfaced. It is fenced on three sides with no opening to busy Fifth St. side. On-street parking around school creates additional traffic hazard to children.

BUILDING (See Chart "B")

Building consists of basement and two levels. Its design is obsolete for a modern educational program. There are no special classrooms, no gymnasium, no lunch room or cafeteria. The auditorium is located on the second floor.

Exterior. Painted brick exterior needs repainting (painted 1945). Basement masonry needs repointing, and some window arch keystones have fallen out. All windows need putty. Panes are cracked or broken and air leaks in around window frames.

Interior. Wood construction with wood trim and floors and plaster walls. Floors are in good condition except for heaving in halls and disfigurement (from former stationary desks) in classrooms. Walls all need painting (painted 1945). Plaster is in good condition. Woodwork is painted grey throughout building.

Three exits from the first floor: one center and the others at right angles from the hall. On the second floor, there are two exits: one down an open center wood stairway, and the other down an enclosed stairway to an outside fire escape for the last ten feet. All exits are down steps, which are worn but not dangerous. There are no easy exits from the basement.

Exit doors are of poor wood. Most of them are shaky. Panic bars are in good working order.

Cloakrooms and part of halls on the first floor are dark. On the second floor, cloakrooms are located in narrow passages off the hall. All would be difficult to supervise. No lockers are provided — children use wall hooks. There is an uncapped gas jet in one cloakroom.

SERVICE SYSTEMS

Heating and Ventilating. Coal-fired steam boiler is adequate, but all controls are operated manually in classrooms. Radiator valves are not working. Classroom heater-ventilators are manually operated. Blowers are operated by custodian with one control for all rooms.

Fuel storage is away from boiler. Ashes are transported and stored in another part of basement where there is an earth floor. Removal of ashes is arduous.

Artificial Lighting. Inadequate throughout the building. Classrooms are lighted by 2 - 300 watt bulbs housed in opaque glass globes. Under combined natural and artificial light, footcandle measurements indicated that pupils receive from 1/20 to 2/3 the light considered necessary for classroom work. (See Chart "C")

Water Service. Hot water is provided in toilet rooms for washing. One water fountain each on first and second floors. (1 per 106 pupils.)

Fire Protection. One fire extinguisher per floor is provided, and there is one in the boiler room.

There is a hole in the basement ceiling, near the incinerator, which reaches through to a cloakroom near the center of the first floor. Asbestos paper over the boiler is missing in several places exposing wood beams to heat. The boiler room door cannot be secured because closing device is broken.

Old ventilation shafts in the building are not sealed off. These shafts are a fire hazard which would offer a flame path and spread heat.

Uncovered waste paper containers (basement storage) are all of fibre and present a possible fire hazard. No covered metal containers for cleaning rags and other inflammable materials are provided.

Turn-knob locks on inside of classroom doors would enable a child to lock the door without the teacher's knowledge. This could prove disastrous in an emergency.

Manually operated fire alarm system is dry-cell battery operated with open connections twisted together — not soldered or taped. School bells operate from the same batteries, giving a constant check on reliability.

Surfaces around hot plate in teachers' room are not metal lined or otherwise protected.

Electrical System. Panel board of modern design is located in the basement. There is evidence that the building has been rewired in whole or part. Fuse boxes can be opened by children although location out of general travel path reduces temptation.

Obvious hazards are open light sockets and uninsulated pull chains in pupil toilet rooms.

There are three electric clocks in the school, and one telephone in the principal's office. No inter-communication system.

TOILET ROOMS (See Chart "D")

Pupil toilet rooms are located in basement — one for each sex. Brick, wood, and concrete construction materials are inappropriate. Natural light is inadequate and there are no bulbs in light sockets. No partitions are provided in boys' toilet rooms for semi-privacy. Rooms were clean and had no odor, but need painting.

Separate, unattractive sanitary facilities are provided for the kindergarten and teachers, but none for the principal or custodian.

CLASSROOMS

Approximately 29 x 20 with very high ceilings. All rooms have windows on two sides, but light range is poor. With the exception of areas near windows, light values are substandard. Light contrast is pronounced, adding to eye strain. Most shades are old and dirty. All paint is dirty and peeling.

Classroom desks are a mixture of old and new. Majority are in good condition but of dark finish. Some chalkboards are badly pitted, others in good shape. All have been painted over original slate: green in two rooms, black in all others. With the exception of the green chalkboards, glare makes writing all but invisible from some parts of each room.

Tackboards are poor in all rooms. There are no acoustical controls. Teaching and audio-visual aids are fair.

Kindergarten. Facilities are poor and the room small. Play equipment is negligible. Room has no separate entrance, but is close to one. Storage space appears to be adequate for present equipment.

Other special classrooms. None.

SPECIAL ROOMS

Gymnasium. There is no gymnasium. Basement play area is not suited to any kind of organized play because of inadequate size and low ceilings. Because of irregularity the floor is not suited to active sports.

Auditorium. Located on second floor, about 44 x 30. Originally had two exits, one of which is now boarded over. Single exit plus wood building construction spells a fire hazard. Because of this danger, only 100 children are permitted in the auditorium at one time.

Small stage and dressing rooms. Artificial lighting only. Poor ventilation. Dirty and peeling paint.

Library. None.

Custodian uses a basement room formerly used as living quarters.

Teachers' room is a converted cloakroom on first floor, and is inadequate and very poorly furnished.

Health room is now the former teachers' room, and is also poorly furnished and inadequate.

Principal's office is small and its poor appearance is in keeping with the rest of the building.

Despite total absence of any cleaning or labor saving devices, the building was clean and obviously showed pride in a good job.

A DETAILED REPORT OF COOK SCHOOL

LOCATION

Leland Ave. at head of Berkeley Ave., two short blocks from E. 7th St. which is heavily traveled, and there is considerable local traffic on Leland Ave.

SITE (See Chart "A")

Only part of this large tract is developed. There is a pond on the property. Play area is small for size of property and poorly developed. Landscaping is most attractive.

There is no parking area. A "loop" driveway of inadequate proportions is used for service and unloading children. It is poorly maintained. Another driveway serves the kindergarten room.

BUILDING (See Chart "B")

All classrooms and the auditorium are on one level. Playroom, visual aid room, boiler room and some storage space are located in the basement.

Exterior. Brick in good condition. Wood trim needs painting. Light fixtures, roof drains, stone steps, and metal work need minor repairs. There are seven exits from the main level, including the separate kindergarten exit. There is also an exit from the basement play room.

Interior. Aside from need of redecorating, interior is in excellent condition. Interior construction is of sand-finished plaster with wood trim and doors. Floors are covered with linoleum in classrooms and terrazzo in corridors. Acoustics are poor throughout building. One classroom (former activity room) has an acoustical ceiling.

SERVICE SYSTEMS

Heating and Ventilating. Oil fired boiler with outside storage tank appears to be adequate. Heat control in classrooms is manually operated, there being no individual room thermostats. Forced air fans are controlled by custodian. There is no zoning of heat.

Artificial Lighting. Inadequate in classrooms and offices. Indirect lighting fixtures are used (6 - 300 watt bulbs per classroom). Dirty ceilings and walls interfere with light reflection. Footcandle measurements showed that pupils receive much less than the light considered necessary for classroom work. (See Chart "C")

Water Service. Hot water is provided for all washing facilities. Drinking fountains are adequate and clean. Three are on the main floor and two in basement.

Fire Protection. The building is satisfactorily provided with fire extinguishers. An alarm box inside of building is connected with municipal firehouse. Exits are well marked with lights or signs. Panic bars are provided on exit doors.

Electrical System. Condition is good and electric clocks and bells function well. Main power panel was not locked and can be reached by pupils. Wiring is installed for public address system from principal's office to classrooms. Buzzer in each room operated from office. There is no public telephone.

TOILET ROOMS (See Chart "D")

One for each sex on first floor. Kindergarten has separate facilities. In addition, there is a toilet in basement for athletic director's office and one in connection with playroom. Principal's office, health room and teachers' room also have individual toilet facilities. A public women's toilet room is provided adjacent to auditorium. There are no separate facilities for custodian.

CLASSROOMS

Walls and ceilings need painting. Linoleum floors are in good condition. Chalkboards are in good condition, a portable one being used in former activity room. Each room is equipped with a tackboard and display cabinets and additional tackboards are in corridors. Storage space is adequate and neat. Furniture is of light finish and movable.

Kindergarten. Approximately 46 x 33. Needs painting but is otherwise most attractive. Has fireplace and ample storage and locker space. Equipment is excellent.

Other Special Classrooms. None.

SPECIAL ROOMS

Library. Activity Room. Both converted to classrooms.

Play Room. Located in basement. Has outside exit as well as exit to basement corridor. Natural light is poor. There is an athletic director's office with a shower room.

Auditorium. Large, attractive area with ample stage. Chairs are movable. Will accommodate 400. Not zoned for independent heating. Good, natural light. Amplifying system is good, but acoustics are poor. No dressing rooms off stage and classrooms used for this purpose are some distance away. Exits are adequate, opening on corridors with outside exits nearby.

Library. Screened corner of auditorium is used as a library.

Health Room. Small room adjacent to principal's office.

Storage rooms are adequate.

Teachers' room is very attractive and well equipped.

Principal's office is small and must be entered through secretary's office or adjoining classroom. Secretary's office has no natural light.

Cafeteria or lunch room. None.

Housekeeping in this building is excellent. It is evident that the custodian takes pride in his work.

A DETAILED REPORT OF EMERSON SCHOOL

LOCATION

Emerson Ave. between E. 3rd and George Sts., in residential district. Heavy traffic streets involving pupil crossings are Leland Ave. and E. Front St.

SITE (See Chart "A")

Landscaping is practically non-existent. Playground is inadequate in size and equipment. It is fenced, cinder and ash surfaced, and poorly drained. There is no off-street parking.

BUILDING (See Chart "B")

Consists of a basement and two floors. Undesirable basement areas are used for regular and special classrooms, the auditorium and gymnasium.

Exterior. Brick construction is reported to leak badly. Wood trim was painted in 1949-50. Sufficient outside exits are provided, with the exception of the Sumner Ave. wing, which has no exit at south end.

Interior. Construction is plaster with wood trim, doors and floors (except concrete corridor floors). Woodwork is dark and highly varnished. Corridors are dark and require artificial lighting in most cases. Moisture is marring paint, plaster and floors in basement areas. Window frames in old section of building allow air and rain to leak through.

Three fire-resistant stairways are provided, and all are equipped with smoke doors. Unprotected floor length windows at stairway landings (plain window glass) are considered hazardous. There are insufficient exits in some areas.

SERVICE SYSTEMS

Heating and Ventilating. Two coal-fired boilers are old and do not heat school sufficiently. Some rooms are too warm and others too cold. There are no automatic individual room controls in old section of building. Ventilation is provided in new wing by central fan system, which is ineffectual. Individual heating-ventilating units are installed in old building classrooms. None have automatic controls.

Auditorium is zoned for independent heating, but room is uncomfortable because of improper heat distribution.

Artificial Lighting. Inadequate throughout building except for recently installed fluorescent lighting in kindergarten and cooking-sewing room. Classrooms are lighted by 4 - 200 watt bulbs. Light measurements indicate that pupils in dark areas of rooms receive only about ¼ of artificial light considered necessary for classroom work. All classroom lights operate simultaneously from one switch. (See Chart "C")

In rooms where lighting is modernized, meter readings indicated that light was evenly diffused throughout the room. Readings were in excess of recommended intensities with no glare.

Water Service. Lukewarm water is provided in half of pupil toilet rooms only when furnace is in operation. Three to four water fountains without mouth guards are provided per floor. (1 per 60 pupils of normal enrollment.)

Fire Protection. Fire alarm system is manually operated. Same sounding alarm is used for fire drills and school bells. No connection with municipal firehouse. Fire extinguishers are placed about 120 feet apart on each floor. No fire extinguishers are provided in the cooking room, shops, or boiler room.

There is a wood door between boiler room and corridor. Wood partitions in back of stoves in cooking room.

There are dead end corridors on three floors in Sumner Ave. wing. Lack of separate exits for this wing constitutes a fire hazard. Only one exit serves two basement corridors. There is no basement exit for north wing. Only gymnasium exit is narrow stairway to basement corridor. All doors open in direction of travel except those at center front stairs and auditorium dressing room doors leading outside, which open inward.

Electrical System. Main panel is not modern — open front. Clock system needs replacing. Intercommunication system needs replacing. Auditorium loudspeaker system consists of a microphone attachment to movie projector.

TOILET ROOMS (See Chart "D")

Located in basement and on upper floors for pupils. Plaster, wood and concrete construction materials in about one-half the rooms; others are of plaster and tile with marble partitions. There is inadequate lighting in about half the rooms and unpleasant odors in some.

Separate facilities of about the same construction are provided for teachers and principal. Custodian shares boys' facilities.

CLASSROOMS

Average size is 32 x 22. All rooms have windows on one side only. Except for areas close to windows, daylight is inadequate. Light measurements indicated that far sides of classrooms receive only about 1/6 the light considered necessary for classroom work. Majority of classrooms get only north or east light. Rooms facing court created by Sumner Ave. addition receive very poor natural light.

Plaster is in good condition with the exception of some cracks in ceilings. Walls and ceilings were painted in 1949-50. In spite of fresh paint, classrooms are not attractive in appearance; dark highly varnished woodwork and rather small crowded rooms create an unpleasant atmosphere.

Majority of blackboards are worn out and need replacing. Because of glare, writing on boards is practically invisible from some points in classrooms. In some cases the boards have been painted with green paint, on which yellow chalk is used, but this is not entirely satisfactory.

Storage space in classrooms appears to be adequate. About two-fifths of the rooms still have stationary desks, some of which need refinishing. Classrooms appeared to have a minimum of teaching aids. Tackboards are adequate in area but rather dark in color.

Kindergarten. A teachers' room, a storage room, and a former classroom were recently combined to create a modernized kindergarten. The room is large, attractive, and lighted with fluorescent fixtures. It is located on the first floor with no separate entrance. There are ample storage space, separate toilet facilities, and drinking fountain. The play equipment is generous and in good condition.

Cooking-Sewing. A combination room, with consequent program limitations, is located on second floor and recently modernized. Attractive with the exception of dark woodwork, it has modern and ample equipment for its function. Floor is maple; a grease-resisting surface might be preferable. Fluorescent lighting is excellent.

Shop. Located in basement of brick and wood construction. Equipment is fair, storage space adequate, lighting poor.

Science. Adequate in size, but leaves much to be desired in equipment.

Other special classrooms. A kindergarten, cooking-sewing room, and shop were being installed in basement at time of survey for temporary use of transferred Stillman and Franklin pupils.

SPECIAL ROOMS

Gymnasium. In basement — 20 x 50. Floor and wall finishes are not suitable for function, and heating and plumbing pipes are exposed at low levels. Poor artificial light and natural lighting. Ceilings are too low for active sports. Mastic floor recently installed is reported to be unsatisfactory. No lockers, no spectator seating.

Auditorium. In basement, it seats 405 on main floor and balcony. Main floor is slightly pitched. Stage is fair sized, but dressing rooms are small and accessible only through auditorium or outdoors. Five exits from main floor and two exits from balcony seem adequate for safety.

Library. Formerly a small room in basement. Now temporarily housed in play area.

Dental Clinic. Being installed at time of survey. This clinic is intended to serve all elementary schools. Very small room located on second floor.

Health Room. None. Nurse uses teachers' lounge for examining room.

Custodians' workroom consists of a section of the basement corridor adjacent to boiler room. Slop sinks are located in toilet rooms in old section of building, in separate closets adjacent to toilet rooms in new section.

Storage rooms are inadequate under normal circumstances and this condition will be aggravated by the temporary housing of transferred pupils.

Teachers' room is provided for women, but none for the men. Limited facilities for preparing lunches are provided.

Principal's office is small and very crowded. Appearance, furnishings, and equipment are poor. Secretary's office adjoins, but there is no waiting space or conference room.

Play area is temporarily used for lunch room. There is no cafeteria.

Custodian housekeeping was exceptionally good. There was every evidence of pride in a good job well done.

A DETAILED REPORT OF EVERGREEN SCHOOL

LOCATION

Evergreen Ave. just east of Park Ave. About half of school population must cross heavily-traveled streets: Park Ave., Randolph Rd. and Arlington Ave. (Park Ave. crossing is protected at one point by special police.)

SITE (See Chart "A")

Storms and lack of maintenance have taken their toll of attractively landscaped grounds. Playground is inadequate in size and equipment, cinder-surfaced and not level.

No parking space is provided and necessity for on-street parking by teachers creates extremely dangerous traffic conditions around school. Since the district is large, young children are driven to school from outlying areas and cars are double-parked on both sides. Traffic maneuvers through narrow center lane. At least one child has been struck by a car recently as a result of this traffic pile-up.

BUILDING (See Chart "B")

Consists of a basement and three floors. Special classrooms, kindergarten, gymnasium, and lunch room are located in undesirable basement areas. Auditorium is located on second floor. No science, health room or cafeteria.

Exterior. Brick with wood trim and a flat asphalt and cinder roof. Exterior appears to be in good condition except that window putty needs replacing and some painting is desirable (painted in 1942). A roof leak at one point and moisture seepage in one lobby are apparent. Solid wood entrance doors provide no light in lobbies nor traffic control.

Interior. Construction is plaster with wood trim, doors and floors (except concrete corridor floors). Interior is dark and dismal and desperately in need of plaster repairs and painting (painted in 1938).

There is an adequate number of exits from all floors, but some could be blocked in a panic. Floor length windows (plain window glass) at stair landings, although protected by a waist high bar, are far from accident proof.

There is evidence of termite infestation in basement cooking room. Woodwork is deteriorating through lack of maintenance. There are no acoustical controls throughout the school. Uncapped gas jets within children's reach are located in corridors.

SERVICE SYSTEMS

Heating and Ventilating. The heating system is inadequate. One of three boilers is 28 years old and needs replacing. The control system needs reconditioning and some rooms have entirely manual controls. Heat in classrooms is uneven: some are too warm and some too cold. Some rooms are equipped with automatic heat controls, but they are not in good operating condition.

Ventilation in most of building is by a central fan system which is ineffectual. Other rooms have individual ventilating units. Neither is integrated with the heating system.

Artificial Lighting. Inadequate throughout building. Classrooms are lighted by 4 - 100 watt bulbs housed in open bottom globes which create only spot glare. Light measurements indicate that pupils in middle areas of classrooms receive only from ¼ to ½ the artificial light considered necessary for classroom work. Dark areas of rooms receive less. No improvement in artificial light is possible without rewiring of building. All classroom lights operate simultaneously from one switch, thus offering no flexibility of control. (See Chart "C")

Water Service. The only washrooms providing hot water are those serving the staff. Two drinking fountains are provided on each floor. Present mouth guards do not insure sanitation. (1 fountain per 100 pupils.)

Fire Protection. Fire alarm system appears to be adequate but is not connected to municipal firehouse. Fire extinguishers or hoses are located within 40 feet of each classroom. There are no fire extinguishers in the boiler room.

One classroom door interferes with exit from the auditorium. Swinging classroom doors partially block exit through rear stairways. East and west stairwells are of fire-resistant construction, but smoke doors intended to protect them are completely ineffectual, being located some 15 feet away with intervening classroom entrances.

Electrical System. The clock system is worn out and needs replacing. The inter-communication system is unreliable. There is no loudspeaker or microphone in the auditorium. Electric power lines are reported to be overloaded. Fuse boxes in boys' toilet rooms can be opened and tampered with by pupils.

TOILET ROOMS (See Chart "D")

Wood, plaster, and concrete construction materials are inappropriate and cannot be kept sanitary. Pupil toilet rooms are located in the basement and on second floor only. Those on the second floor are unbelievably small and crowded. Some rooms are poorly lighted, all poorly ventilated, and all need plaster and paint. Odor in the boys' basement room is nauseating.

Separate sanitary facilities for the staff are also inadequate. (More are under construction). Custodians share boys' sanitary facilities.

CLASSROOMS

Approximately 24 x 30. Windows along one wall provide inadequate daylight in classroom, except for areas close to windows. Light measurements on far sides of rooms showed between 1/6 to 1/3 of light considered necessary for classroom work. In addition, shades are drawn to cut down sun glare and pupils work under artificial light.

Dirty buff walls and ceilings are dreary. Many plaster repairs are necessary. Maple floors are in good condition generally. Abundance of dark woodwork, slate chalkboards on two walls, dark tackboards on remaining wall, desks of medium dark finish, — all create a dismal atmosphere and additional eye strain.

There is a fair amount of storage space. Teaching aids appeared to be only fair. Desks are movable and some are in excellent condition. Between 25 and 50% need refinishing or replacing. Blackboards in most rooms are worn out. Writing on them is indistinguishable from some points in classrooms.

Kindergarten (846 sq.ft.) Although the first floor kindergarten is too small and in need of redecorating, it presents a comparatively cheerful atmosphere and higher light measurements because of light colored paint and woodwork. There is no separate entrance or play area. Storage areas are fairly adequate, but play equipment is negligible. Some acoustical control is necessary in this room since it houses large classes in too small a room.

A second kindergarten was installed in 1950-51 to care for the influx of pupils. The former art room in the basement was furnished for this purpose. The room is unsuited because of size, location, appearance, and lack of nearby toilet facilities. Radiators are hung from the ceiling. The floor is not suitable nor comfortable for play. Storage space is most inadequate, but equipment is excellent. The kindergarten shares the basement toilet rooms with older pupils, and these rooms are too far removed for teacher supervision.

Cooking. Sewing. Shop. Art. Band. All these classrooms are located in undesirable basement areas. Equipment appeared to be adequate, fairly modern, and in good condition. Additional storage space would be desirable. Lighting in the sewing room is particularly poor: 2½ footcandles in the darkest area compared with a recommended intensity of 50.

SPECIAL ROOMS

Gymnasium. (51 x 24) Located in the basement, it is undersized, dark and dismal, of concrete and brick construction. There is insufficient storage space, no spectator seating, no showers or lockers. The gymnasium is excavated below the basement level and a narrow stairway is the only exit to the basement corridor.

Auditorium. (55 x 45) Poorly located on the second floor, it is unattractive and inefficient. Seats 450. Third floor of building houses only the auditorium balcony. Balcony rail is too low for safety. Stage dressing rooms are too small and accessible only through auditorium.

Library. Appears to be used more for storage and conference purposes than as a library.

Custodians' room provides inadequate storage and work space. Slop sinks are undesirably located in boys' toilet rooms in basement and second floor. Disposal of ashes from the boiler room is arduous, time-consuming and therefore costly.

Storage rooms throughout the school are inadequate. Supplies are stored in basement corridors and work-rooms, and there was some storage of inflammable liquids in undesirable areas.

Teachers' room is small in size but attractively furnished. There is limited equipment for preparing lunches, but there are no adjacent toilet facilities.

Administration rooms consist of principal's and secretary's offices, which are small, inadequately lighted, and meagerly equipped. No waiting or conference space.

Health room. None.

Lunch room is located in basement play area. No cafeteria.

The school was clean, and there was every evidence that custodians are doing the best possible job with the equipment at hand.

A DETAILED REPORT OF HUBBARD SCHOOL

LOCATION

W. Eighth St. between Plainfield and Spooner Avenues, in residential district. Streets involving traffic hazards to pupils traveling to school are: W. 7th St., Plainfield and Grant Avenues.

SITE (See Chart "A")

Site is attractively landscaped and well maintained. Playground is inadequate in size and equipment, cinder and ash surfaced, and not level. Parking space for about six cars is provided. As a result, on-street parking causes a serious traffic problem, especially on stormy days.

BUILDING (See Chart "B")

Hubbard is of good functional design, except for being a three-level building. Separate wings house the auditorium and gymnasium. There are no basement areas, except the boiler room. However, two special classrooms have already been converted to regular classroom use to meet increasing enrollments.

Exterior. Brick with wood trim and slate roof. Exterior is in good condition with the following exceptions: wood trim needs painting (painted in 1944); door frames need caulking to prevent wood rot; evidence of considerable rain leakage through brick wall at east stairwell indicates need for waterproofing; leak through cupola has caused extensive damage to third floor ceiling — a two foot hole makes daylight visible through wire lath (Feb. 1951 — some repairs accomplished but still leaks). Outside exits are adequate for safety and in good condition. Tool house on grounds is badly infested with termites.

Interior. Plaster with trim, doors, and floors of wood (except for corridors which are concrete covered with asphalt tile and linoleum). Corridor linoleum needs minor repairs. Linoleum in principal's office needs replacing. Many pine classroom floors, as well as that in the auditorium, need refinishing. Interior walls and ceilings need painting (painted in 1938) and some plaster repairs. Evidence of termite infestation in auditorium and gymnasium.

SERVICE SYSTEMS

Heating and Ventilating. Building is heated by vacuum steam system fired by two boilers burning coal. Heating is uneven: the south side must be overheated and ventilated in order to keep the north side warm. There are no automatic individual room controls. Forced ventilation, again with no automatic controls, is provided in all classrooms, and is integrated with the heating system. Gymnasium and auditorium are zoned for independent heating.

Artificial Lighting. Inadequate throughout building. Classrooms are lighted by 4 - 200 watt bulbs. Footcandle measurements in dark areas of classrooms showed that pupils get only 1/5 to 1/2 the amount of light considered necessary for classroom work. (See Chart "C")

Water Service. Hot and cold water is provided in all toilet rooms for washing. Two drinking fountains of modern design on each floor. (1 per 77 pupils.)

Fire Protection. Fire alarm system is adequate, but is not connected with municipal firehouse. Fire extinguishers are provided on each floor, but some classrooms are 85 feet away from closest extinguisher. There are fire extinguishers in the cooking, shop, and projection rooms, but none in the boiler room.

Number of exits is generous and they are well located. Stairwells are fire-resistant and protected by smoke doors. The checks on these doors, however, do not allow them to close properly.

Uncapped gas jets in stairwells present a possible hazard to children.

Electrical System. Appears to be adequate for the present load and some expansion, and the electrical panel is well located and protected. Intercommunication system is buzzy. Clock and bell system is satisfactory.

TOILET ROOMS (See Chart "D")

Pupil toilet rooms are located on each floor and provide a generous number of sanitary facilities. Construction materials are plaster and marble with terrazzo floors. Fixtures are modern and in good condition.

Toilet facilities for the teaching staff seem to be on the borderline of adequacy. Rooms are of appropriate construction materials and properly located.

Separate sanitary facilities are provided for the kindergarten, the principal, and the gymnasium. In addition, facilities for public use are located adjacent to the auditorium and gymnasium. There are no separate facilities for custodian.

CLASSROOMS

Majority are 23 x 29. All rooms have windows on one side only and natural light is very poor except close to windows. Light meter readings in dark areas indicate that pupils receive only from 1/6 to 1/3 of light considered necessary for classroom work. Buff walls, dirty ceilings, medium dark oak woodwork, blackboards on two walls, dark tackboards, and desks in medium dark finish, all add up to poor light reflection and consequent eye strain. In addition, north rooms get little sun and south rooms get sun glare.

Blackboards in many rooms are worn out. Although the furniture is generally in good condition, about half of it is of the obsolete stationary type.

Teaching aids appear adequate but not generous. There is fair visual aids equipment, and some rooms are equipped with dark shades for its use.

Kindergarten. (874 sq.ft.) An attractive room with separate entrance. Well equipped and in good condition, except for need of redecoration. More tackboard and less chalkboard space seems desirable.

Shop. Cooking. Sewing-Art. All are well equipped for their function, but have the same deficiencies in lighting and decorating as the regular classrooms. Visual aid room has been converted to regular classroom. Art classes are now conducted in sewing room with consequent limitations of program.

SPECIAL ROOMS

Gymnasium. Large (66 x 68) and well located on ground floor with separate exits, it is well lighted and ventilated. Spectator seating is provided in two balconies. Shower and locker rooms (inadequate for pupil use) are adjacent. Equipment appears to be adequate and in good condition.

Auditorium. Located on ground floor with separate entrance. Seats 666, including main floor and balcony, and is attractive although in need of redecorating. Lacks loud speaker system and acoustical treatment. Dressing rooms are small and must be entered through auditorium or outdoors.

Library. Each classroom is equipped with its own library selected according to subject taught or age group.

Custodians' cleaning facilities and work space are limited. Slop sinks housed in separate closets on upper floors are a desirable feature. The system for emptying ashes appears to be inefficient, time-consuming and laborious.

Storage space is inadequate and not equipped for most advantageous use.

Principal's office. Teachers' lounge. Medical Room. Although adequate in size, they are meagerly furnished.

Lunch room or cafeteria. None.

So far as janitorial maintenance is concerned, the building is in excellent condition. Custodians are doing an outstanding job in spite of lack of labor saving devices.

A DETAILED REPORT OF IRVING SCHOOL

LOCATION

W. 4th St. at Monroe Ave. This is a heavy traffic street and the location involves street crossing problems. Since teaching staff is small, no parking problem is posed.

SITE (See Chart "A")

Inadequate in size and equipment. Surfacing of coarse cinders and stone is hazardous. There is no separate play space for kindergarten or younger children.

BUILDING (See Chart "B")

Building has three levels, although the third floor is not in use. It is not adapted to modern educational procedure, having no indoor play space worthy of the name, nor any usable auditorium. (Auditorium is located on third floor, which cannot be used.) The basement is used for a library and playroom, both undesirable in this location.

Exterior. Outside of the building needs painting and blasting of brick. The roof leaks. (Repaired since date of survey.)

Interior. Interior is clean and attractively painted, and for a building of its age shows signs of strenuous efforts at careful maintenance. The floors, all of wood and old, are difficult to keep in good condition. Basement corridor floor between library and play area needs resurfacing, being very rough and irregular.

Exits are inadequate, poorly constructed and not well located. Stairways are steep, not fireproof, and have no hand rails on the lower flights.

Cloakrooms, while adequate in size, are not always conveniently located.

SERVICE SYSTEMS

Heating and Ventilating. The heating system appears adequate and well maintained. There are combination ventilating and heating units in each room, but they are not automatically controlled and in some cases are not satisfactory.

Water Service. There is no hot water available for washing. Only one drinking fountain per floor (1 per 137 pupils).

Fire Protection. The building is not fireproof. The fire alarm system seems adequate but is not connected with municipal system.

There are recently installed smoke doors at stairways but no exit signs or lights. Fire extinguishers are located within forty feet of classrooms.

Location of toilet rooms off landings between floors presents a fire hazard since doors opening to stairway can block those passages.

Artificial Lighting. Artificial light is quite inadequate, consisting of two centrally located incandescent lighting fixtures in each classroom. (2 - 200 watt bulbs per classroom.) (See Chart "C")

Electrical System. Antiquated. There is no clock and bell system. The only telephone is in the principal's office.

TOILET ROOMS (See Chart "D")

The toilet rooms are small, dingy, and give off an unpleasant odor. The fixtures are outmoded. There is no forced ventilation. Washing facilities are entirely inadequate. The small size of rooms makes supervision difficult.

Toilet facilities for the teaching staff are equally inadequate, consisting of one toilet which is not located off the teachers' lounge. There are no separate sanitary facilities for the principal. Entirely unsuitable facilities are shared by the custodian and the public.

CLASSROOMS

Range in size from 18 x 27 to 20 x 30. Even with attempts to modernize, classrooms present the appearance of having outlived their usefulness. They are, however, clean and attractively painted. Furniture is old and fixed in position.

Natural light, while generally adequate close to windows, presents problems of glare and high contrasts. In dark areas of classrooms, light measurements showed 1/4 to 2/3 the light considered necessary for classroom work.

Tackboard space and storage facilities are quite inadequate. Few teaching aids were in evidence.

Kindergarten. Approximately 600 sq.ft. This is the only special classroom provided. Like the other rooms, it is clean and attractively painted, but too small and meagerly equipped. Tackboard and storage space is inadequate. There is a small, separate toilet and a separate exit leads through this room, but it does not open upon a separate, protected, outdoor play area.

Other special classrooms. None.

SPECIAL ROOMS

Gymnasium. None. Small, inadequate play area is located in the basement.

Auditorium. None.

Library. Located in basement in dingy, unattractive quarters, it is a branch of the public library.

Health room. None.

Cafeteria or lunch room. None.

Principal's office is small, unattractive, and inadequately furnished.

Teachers' room is a converted classroom. While large, it is unattractive and not comfortably furnished.

Custodian's room is inadequate and equipped with none of the desirable labor saving devices.

Storage rooms are inadequate and inconveniently located.

There was evidence that teachers and janitors were putting forth every effort to make a drab, old building attractive to the eyes of the children.

A DETAILED REPORT OF JEFFERSON SCHOOL

LOCATION

Myrtle Ave. at Clinton, one block north of W. Front St. Heavy traffic streets involving pupil crossings are Clinton Ave. and W. Front St. Dangerous crossings are policed by two part-time police and student patrol.

SITE (See Chart "A")

Playground is inadequate in size, undeveloped, and gravel surfaced. However, adjacent county park areas are available for organized sports. No off-street parking is provided, and some traffic hazards to pupils result from on-street parking.

BUILDING (See Chart "B")

Building consists of basement and two stories. Many pupil activities are located in undesirable basement areas. Auditorium and gymnasium are adequate in size. There are no art, music or science rooms, no health room and no cafeteria. Library and lunch room are in basement, and are poor and unattractive.

Exterior. Brick construction appears to be in good condition. Wood trim last painted in 1939. There are six well located exits, but old doors are not in good operating order (locks and safety bars inoperative). There were some broken window panes.

Interior. Plaster with wood trim. Doors and floors are of wood except concrete corridor floors covered with asphalt tile. Stairwells are sufficiently lighted, fire resistant and protected by smoke doors. However, self-closing devices are lacking on two smoke doors. Corridors are lighted artificially and they and the lobbies need redecorating. Pine floors in classrooms are in fair condition. Basement areas need cleaning and painting. There is evidence of termite infestation. There are no acoustical controls throughout the building.

SERVICE SYSTEMS

Heating and Ventilating. Boilers appear to be in good condition except for protective insulation. Heat is uneven, there being no automatic individual room controls. Auditorium and gymnasium are zoned for independent heating, but heat in these rooms is not adequate. Ventilation is by central fan system in part of building, which is ineffectual, and by individual units in other rooms. All are manually controlled, and are not integrated with the heating system.

Artificial Lighting. Inadequate in most rooms. Classrooms are lighted by 4 - 100 watt bulbs. Footcandle measurements in darkest areas of classrooms showed pupils are receiving only about 1/4 to 2/3 the light considered necessary for classroom work. In some rooms lights on the dark and bright side of rooms are operated by the same switch. (See Chart "C")

Water Service. Two water fountains per floor, in good condition. (1 per 100 pupils.) Warm water for washing and domestic science use depends on furnace being in operation. Provision for warm water, when available, is made in all toilet rooms except one. Soap was lacking in majority of rooms.

Fire Protection. Fire alarm system is operated manually (no connection with municipal firehouse.) System is obsolete and is checked weekly by custodian. Two fire extinguishers per floor are provided. Some are as much as 75 feet removed from points of possible use. No fire extinguishers are provided in the following rooms: shop, cooking, boiler room, and auditorium where movie projector is used. Two smoke doors are without self-closing devices.

Protecting insulation around boiler needs replacing. No metal containers are provided for storage of cleaning rags. (Rag piles were on basement floors and in basement lockers.) Paper and combustible materials were stored on floor of supply room. Paint in shop room is not stored in fireproof containers. Temporary wiring on basement radio is frayed and hanging in duct.

Electrical System. Electrical wiring was recently modernized in main panel, basement rooms and auditorium. Classrooms have not been rewired. To provide ultimate safety, three prong rather than two prong receptacles should have been used.

Clock system is automatic and appears to be accurate. Bell system is operated manually. Intercommunication system needs replacing because of faulty operation. One telephone is provided in principal's office with no extensions. Telephone wiring in basement needs reinstalling. Loudspeaker and microphone are installed in auditorium. Audio-visual aids appeared to be limited for size of enrollment.

TOILET ROOMS (See Chart "D")

Toilet rooms for pupils are located in basement and on second floor, — four in all. Construction materials of plaster, marble, and tile or terrazzo floors in majority of rooms is appropriate. Boys' basement toilet room is odorous, dark, and in poor condition. Other rooms are in fair condition, but need plaster repairs and painting. No forced ventilation is provided in any toilet room.

Separate facilities are provided for kindergarten and staff, except custodian, who shares boys' facilities.

CLASSROOMS

Average size is 25 x 30. Windows placed along one wall only, resulting in very dark areas on far side of room. Natural light ranged from very good close to windows to 1/30 of recommended intensities in dark areas of one room. Light contrast is high, and dark woodwork and desks add to eye strain.

All rooms are in need of redecoration and some need plaster repairs. Chalkboards are all painted green over black slate. Desks in all except one room are the obsolete stationary type. Teaching aids appeared to be rather meager. Cloakroom lockers are small.

Kindergarten. (1345 sq.ft.) Located in basement corner with its own entrance, but entrance steps are missing. Fairly light and attractive. Overhead pipes and ducts detract from appearance. Radiators are overhead and floor is pine. Room is amply provided with play equipment.

Shop. Cooking. Sewing. All located in basement, fairly well equipped, and adequate for functions. All adequately lighted by artificial light. Equipment for shop does not include goggles nor locks on motor switches. No ground wire for electricity in sewing room.

SPECIAL ROOMS

Gymnasium. Located in basement — 50 x 76. Of suitable construction for active sports, it is adequately equipped for present physical education program. Windows are in disrepair — drafty in cold weather. Deficiencies are insufficient storage space, no spectator seating, no showers or lockers. There are two exits from gymnasium to basement corridor.

Auditorium. Located on the first floor — 50 x 66. The room seats 450. Ventilation is adequate, but the floor is not pitched. Acoustics are poor. Seats are obsolete. Exits are well placed and adequate for safety, and there are exit lights and signs.

Library. A branch of the public library is located in the basement. It does not fulfill a school library function.

Custodian's workroom is ample in size, but showed careless housekeeping. Storage space for cleaning equipment is most inadequate. Additional storage space throughout the school would be helpful.

Teachers' room is adequate in size, fairly well furnished, but rather dark and dreary.

Principal's office is well located, but too small. It needs redecorating and modern lighting, as well as additional equipment.

Lunch room in basement is most unattractive, dull and dark. There is no cafeteria although some cooking facilities are present.

With exceptions noted, janitorial maintenance was very good. Absence of regular custodian at the time of survey appears to account for whatever carelessness in housekeeping was observed.

NOTE: Since date of survey, some interior rehabilitation work has been done at Jefferson, including:

Plastering and painting throughout building is in progress and present plan provides for exterior painting in the near future.

Door checks, including those on smoke doors, are being repaired.

Modernized incandescent lighting has been installed in the gymnasium, kindergarten, all basement rooms, and the auditorium. While the auditorium is overly lighted when all the switches are turned on, it is seldom that they are all in use.

Limited audio-visual aid equipment is being corrected.

A DETAILED REPORT OF MAXSON SCHOOL

LOCATION

East 7th St. between Central St. and Woodland Ave. Both E. 7th St. and Woodland Ave. are busy thoroughfares.

SITE (See Chart "A")

Grounds near building are attractively landscaped. West end of property is used for athletic field. Ground is unsurfaced and becomes very muddy after rain or thaw. This condition is due to improper grading, resulting in poor drainage.

"U" driveway is used as service entrance, as well as for discharge and pick-up of children. It is also used for some parking. Parking of staff and visitors' cars on E. 7th St. opposite school adds to pupil traffic hazards.

BUILDING (See Chart "B")

A three-story building — "E" in shape. Basement area is used only for gymnasium.

Exterior. Red brick appears to be in excellent condition. There are entrances at each side of building and one at center front. Two for gymnasium are used only as exits. Separate entrance is provided for kindergarten. Too low placement of glass areas in exit doors has proved to be a hazard to pupils.

Interior. Walls are of plaster with wood trim and doors. Floors are of dark, splintery pine with the exception of corridor floors, which are cement covered with asphalt tile. Halls are poorly lighted and very poorly heated. Dry rot in long supporting beam off first floor corridor causes floor to sink under person's weight. There are no acoustical controls, except in the visual aid room.

SERVICE SYSTEMS

Heating and Ventilating. There is one hand fired boiler for entire school. Heat is uneven. There is no zoning of heat for auditorium and gymnasium, both of which are used by the general public during other than school hours. Each classroom has manually controlled heater-blower unit for ventilation and there is an air vent in each cloakroom. There are no individual room thermostats.

Artificial Lighting. Poor throughout the building. There is no natural light in corridors. In middle areas of classrooms, light measurements showed pupils receive from 1/3 to 5/6 the light considered necessary for classroom work. Service outlet is poorly located, being part of light switch. (See Chart "C")

Water Service. Hot water provided for toilet facilities is inadequate and there is none in the cooking room. Two drinking fountains of sanitary design are provided per floor. (1 per 76 children.)

Fire Protection. Two fire extinguishers are provided per floor, which in some cases are as much as 90 feet from classroom. No fire extinguisher is provided in cooking-sewing room, visual aid room, or projection rooms. Boiler room also lacks fire extinguisher, the nearest one being 90 feet away and reached only by going up a few steps, through a connecting passage to first floor hall. Incinerator in boiler room is in poor condition. Uses same flue as boiler. Pipes are cracked and flue connections at the chimney need asbestos cement. Smoke doors on side stairways are in good working order, and stairwells are of fire-resistant construction. Double stairways in open three-level center stairwell would act as flue in case of fire. No evacuation of auditorium is possible without passing this stairwell. Use of gymnasium exits necessitates climbing stairs and passing locker rooms. Open locker doors would block passage to exit. Electric fire alarm system is not efficient because fire alarm boxes must be opened with key and key then used to operate alarm. Alarm is not connected with municipal firehouse.

Electrical System. Main electric panel is in passage from first floor corridor to boiler room. It is unprotected by cage and protrudes from wall. Ninety per cent of original wiring recently repaired. Circuits adequate for present load. Adequate clocks and bells are controlled from office. There is no public address system. Auditorium has loud speaker system.

Telephones are located in principal's office, and in visual aid supply room serving all elementary schools. There is no public telephone. Intraschool telephone system is in poor condition.

TOILET ROOMS (See Chart "D")

Each floor has pupil toilet rooms for each sex. Construction materials are cement and marble with tile floors. All facilities are in good repair. Disinfectant and other odors present in some cases.

Kindergarten, principal's office, teachers' room, health room and gymnasium have individual facilities. Facilities provided for teachers appear to be inadequate in number. Custodians' room has no toilet and none are provided for general public. Toilet rooms for teachers', principal, and health room have no mechanical ventilation.

CLASSROOMS

When classrooms were redecorated recently, each room was painted a different color. Some rooms having the least natural light were painted in rather dark shades.

Natural light ranged from 1/6 to 1/2 of accepted standards. In some rooms desks have been turned to allow windows to be in back of pupils, because of glare. There are stationary desks in about fifty per cent of rooms. About half of remainder need refinishing.

All chalkboards are black and all but one in poor condition. Tackboards are installed on one wall with additional tackboards in corridor adjacent to classrooms. Appropriate teaching aids are in every room.

Kindergarten. Moderate in size. Proximity to exit used by older students results in distraction to kindergarten class. Worn sill under exit door causes a severe draught across floor. Linoleum floor is in fair condition. Equipment is fair. Storage space is dirty and inadequate. Color scheme is attractive and walls and ceilings are in good condition.

Shop. Located on the first floor and of fair size. Equipment is excellent. Dry rot beam runs beneath this room. Floor is in splintered condition. Combination of shaky and uneven floor near classroom door presents possibility of child tripping and putting hand through glass in door in attempt to gain balance.

Cooking-Sewing. Now a combined facility in former cooking room with consequent limitation of program. Located on the first floor. Newly decorated and well lighted. Equipment is fair. Room is crowded because of equipment for combined usage.

Visual Aid. Located in part of reconstructed balcony on third floor. Asphalt tile floor and acoustical ceiling. Appearance and equipment is excellent. A separate projection room adjoins and is in equally good condition. There is an adjacent storage room and office for visual aid material and equipment, which serves as a library for all elementary schools. (Some visual aid equipment in this school was purchased with funds raised through teacher-pupil projects and is not included in equipment available to other schools.)

Other special classrooms. None.

SPECIAL ROOMS

Gymnasium. Located in basement and of ample size. Floor is new. A few movable benches are provided for spectators. Equipment is fair. Locker rooms for gymnasium are dark, dirty, odorous, and inefficient. Showers are inadequate for students and are not used by them.

Auditorium. Located on second floor, it seats 444. Stage is adequate but dressing rooms are small and accessible only through auditorium. Acoustics and ventilation are poor. General condition of room and furnishings is good.

Library. No separate room is provided. Shares space with health room. Operated as small neighborhood branch of public library.

Custodians' room is small, crowded with stock materials, and poorly maintained. It is a partitioned section of dead-end corridor.

Storage rooms. Inadequate in size and number. Dirty and cluttered. Desks and chairs found stored in toilet rooms on pipe enclosures. Storage rooms are partitioned sections of dead-end corridors.

Teachers' room is unattractive and crowded. Limited facilities for preparing lunches.

Principal's office is of fair size, plainly furnished. Floor sagging at doorway. Secretary's office also serves as waiting room and is crowded.

Health room is very small and also houses the library. Routine medical and dental check-ups are conducted here.

Cafeteria or lunch room. None.

Housekeeping in this building is very poor with evidence of accumulated dirt.

A DETAILED REPORT OF WASHINGTON SCHOOL

LOCATION

427 Darrow Avenue near W. 4th St. Light traffic area, except for 4th St.

SITE (See Chart "A")

Too small to permit adequate diversified play area. Only partially fenced. Rear of site is unattractive. No off-street parking.

BUILDING (See Chart "B")

A two story building. Design is obsolete for a modern educational program. Pupil activities in basement areas.

Exterior. Brick. Architecturally adequate, in good condition and clean. Size of site does not permit expansion.

Interior. Stairways, corridors and lobbies are sufficiently lighted and ventilated, attractive, well maintained and adequate for the traffic which they handle. There are, however, no rear or basement exits.

Basement houses a gymnasium, two play areas, a home economics room, a shop, and boys' and girls' toilet rooms.

SERVICE SYSTEMS

Heating and Ventilating. As far as could be determined, the heating and ventilating systems are adequate, free from hazards, clean and in working order. Classroom heating elements, however, consist of unprotected, horizontal pipes along one wall of room.

Artificial Lighting. In good condition, but does not provide sufficient light. Except for one room, fixtures are antiquated. Classroom light is provided by a row of only three incandescent light fixtures through center of room, each containing a 150 watt bulb. (See Chart "C")

Water Service. The only washrooms with hot water are those serving the teachers and kindergarten. Two drinking fountains per floor are provided. (1 per 51 pupils).

Fire Protection. Alarm system seems adequate but is not connected with municipal firehouse. Lack of exits at rear of building constitutes a hazard. There are no exit signs or lights.

Electrical System. Not modern and, consequently, probably overloaded. Bells are manually operated. Intra-school 'phones do not work.

TOILET ROOMS

They are clean, well kept and in good working order. Pupil toilet rooms are located in basement and on second floor only. Brick walls and cement floors are difficult to keep clean. No partitions enclosing some water closets to give privacy. Artificial light is inadequate, as is natural light. There is no hot water and no forced ventilation.

Teachers' toilet facilities are adjacent to the teachers' lounge, are clean and well kept but have inadequate natural and artificial light and no forced ventilation.

CLASSROOMS

Attractive, well maintained and generally in good condition. They range in size from 24 x 32 to 20 x 24. Natural lighting appears adequate, but artificial lighting is hopelessly inadequate. Sufficient work and storage space is lacking. Some of the furniture is movable but a great many of the rooms still have fixed furniture. Much of the furniture needs refinishing. Chalkboards are in good condition. Tackboard space seems adequate.

Kindergarten. Located on first floor but does not have separate exit. Color scheme is good and paint is clean. Does not have an acoustical ceiling. There are clean, separate toilet facilities. Equipment seems adequate as do storage space, furnishings, tackboards, etc. The area of this room is 950 sq. ft. Natural lighting is good.

Cooking-Sewing. An attractive, well kept room, equipped for the purpose for which it is intended. This is the only room with adequate modern lighting. However, the floor is in poor condition, and the room is located below ground level.

Shop. Basement location is undesirable. There are adequate work space, storage room, and equipment. Both natural and artificial light are hopelessly inadequate. Transparent shades on lights. All bulbs are exposed. The wooden floor is stained, buckled and splintered. The buckling leads to a suspicion of dampness.

SPECIAL ROOMS

Gymnasium. Located in basement with inadequate natural and artificial light. Concrete floor. No shower or locker rooms. No spectator seating. Not easily accessible to the public. Has no separate exit, but is zoned for separate heating. Area is 50 x 35.

Auditorium. Located opposite main entrance. There are no windows. Artificial lighting is good. Attractive and well kept. Acoustics are good. The stage is small and there is no storage space for stage props. Not zoned for separate heating. Area is 40 x 40.

Library. None.

Cafeteria or lunch room. None.

Principal's office is ample in size and equipment, but is dark, gloomy and unattractive. There are no separate toilet facilities.

Teachers' room is attractive, well furnished and maintained. Has separate adequate toilet facilities.

Health room. None.

Custodian's room has ample storage and work space but no toilet facilities. No storage space for utensils on first floor and insufficient space on second.

Storage rooms are adequate and well kept.

NOTE: Extensive damage to this building was caused by fire of undetermined origin in February. Plans for rehabilitation of the damaged areas include providing new exits at rear of building.